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ABSTRACT

Although the Utah State Board of Education estimates that approximately 10% of the minority high school graduates enter post-secondary educational institutions, the University of Utah registration statistics indicate that only 1% complete requirements for a baccalaureate degree. Of the estimated 2,000 minorities enrolled in Utah's colleges and universities, only 5% are pursuing professional health science degrees. In September 1977, a survey was conducted to determine the number and degree programs of Chicanos, Blacks, Native Americans and Orientals enrolled in each college of the University of Utah for the past three years, minority recruitment and retention programs within each college, and why it was believed that minorities did or did not choose the respective college to matriculate in. It was found that few non-health science colleges even came close to having an equivalent percentage of minority students enrolled in their programs as there were minorities in the state. The majority of the colleges did not have minority recruitment or retention programs. Since 1969 the Colleges of Pharmacy, Medicine, Nursing, and Health had participated in various programs to increase the number of minority students and faculty. The College of Medicine had the best success ratio in developing recruitment, admission, and retention programs for minorities. Programs for minorities included the Health Science Summer Program, the University Tutoring Service, and the Center for Ethnic Student Affairs. (NQ)

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February 1978

UNIVERSITY OF UTAH

REPORT ON THE ETHNIC MINORITY AT THE UNIVERSITY OF UTAH WITH A SPECIFIC LOOK AT THE HEALTH SCIENCES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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"Con la mente se gana
el poder, y así el destino
de toda la gente."

- Emiliano Zapata

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UNIVERSITY OF UTAH

REPORT ON THE ETHNIC MINORITY AT THE UNIVERSITY OF UTAH
WITH A SPECIFIC LOOK AT THE HEALTH SCIENCES

Introduction:

Health care in our nation is a priority concern for all people, as each individual has a right to adequate health care. The University of Utah, Colleges of Medicine, Nursing, Pharmacy, and Health ascribe to the belief that each individual has dignity and worth and as such, must be viewed from a psychosocial, psychocultural, and physiological perspective. The health science schcols have a major responsibility to individuals and to society for promoting and maintaining optimum health and well being within the Intermountain Area. The Health Science Colleges are committed to preparing professionals for the effective delivery of needed health care to individuals within any community setting. The existence of a sizeable ethnic minority population base residing in the state of Utah supports the need for the recruitment of minority students who will provide services relevant to the health needs of ethnic minorities.

Utah and the Intermountain West:

The University of Utah has the only Health Science Center of its kind in much of the Intermountain West. For this reason it has great potential for drawing students from this area. Chief among the drawing attractions are the College of Medicine; graduate programs in pharmacy and medical technology; the combined R.N. and baccalaureate program in the College of Nursing, plus graduate programs in nursing; and the graduate and physical therapy programs in the College of Health. Coupled with all of this are the health facilities such as the University Medical Center and the Veterans Hospital which are made readily available to health science students at the University.

The population of the state of Utah is approximately 1,059,273 with a minority segment of approximately 73,000 (see TABLE I).

TABLE I

Breakdown of Ethnic Minorities in Utah: (1970 Census)*

Mexican-American/Chicano	46,800
Native American	11,500
Black American	6,800
Asian American	7,900
TOTAL	73,000

*1977 figures may be a little higher due to population shifts and increased births.

The Utah State Board of Education estimates that approximately 10% of the minority students graduating from high school enter post-secondary educational institutions. However, University of Utah registration statistics indicate that only 1% complete requirements for a baccalaureate degree. Of the estimated 2,000 minorities enrolled in colleges and universities in Utah, a mere 5% are pursuing professional health science degrees. These figures attest to the need for programs and educational opportunities which dispel stereotyping that exists in ethnic minority communities regarding health careers.

Although Utah has the largest minority population in the four-state area, Idaho, Nevada, and Wyoming have sizeable populations from which minority applicants to health science programs can also be drawn (see TABLE II).

TABLE II

Ethnic Minorities in Idaho, Wyoming, and Nevada: (1970 Census)*

	Idaho	Wyoming	Nevada
Mexican American/Chicano	18,476	18,551	27,142
Native American	6,687	4,980	7,933
Black American	2,130	2,568	27,762
Asian American	2,753	864	2,042

*1977 figures may be a little higher due to population shifts and increased births.

Colleges Within the University of Utah:

According to data furnished by the Registrar's Office at the University of Utah there were 21,861 day students enrolled at the University Fall Quarter 1977. These students were enrolled in sixteen colleges campus wide and the graduate school (see TABLE III).

In September, 1977 a letter was sent to the Dean in each college by the Program Coordinator for Health Sciences - Minority Affairs requesting the following information on minorities and programs for minorities within each college:

1. Numbers of Chicanos, Blacks, Native Americans, and Orientals enrolled in the college (by category) for the past three years.

2. Degree programs these students are/have been in.

3. Minority recruitment and retention programs within the college.

4. Why it is believed that minorities choose or do not choose the Dean's respective college to matriculate in.

TABLE III
Enrollment
Total Male and Female (Across Colleges)

	ETHNIC	1 Fresh.	2 Soph.	3 Jr.	4 Sr.	5 Mstrs.	6 Dr. 1st Yr.	7 Adv. Dr.	TOTAL
	SEX - F								
FEMALE	Unclassified	366	23	18	18	25	1	8	459
	Amer. Ind.	25	8	9	7	18	0	2	69
	Black	22	9	3	1	7	1	6	49
	Caucasian	2,363	1,310	1,088	1,322	1,060	74	232	7,449
	Foreign	52	24	18	26	39	3	18	180
	Hispano	56	29	17	25	24	4	3	153
	Oriental	34	30	19	32	17	0	5	137
	Other	35	23	10	12	11	3	4	98
	Mistake	1	0	0	2	1	0	0	4
	TOTAL	2,954	1,456	1,182	1,445	1,202	86	278	8,603

	ETHNIC	1 Fresh.	2 Soph.	3 Jr.	4 Sr.	5 Mstrs.	6 Dr. 1st Yr.	7 Adv. Dr.	TOTAL
	SEX - M								
MALE	Unclassified	449	24	27	31	26	8	9	574
	Amer. Ind.	34	14	9	7	13	2	6	85
	Black	24	9	19	10	8	3	11	84
	Caucasian	3,082	1,758	1,735	2,388	1,474	339	700	11,476
	Foreign	75	55	66	69	106	8	98	477
	Hispano	56	39	30	43	32	9	15	224
	Oriental	45	27	29	47	23	2	11	184
	Other	54	25	18	26	12	4	15	154
	TOTAL	3,819	1,951	1,933	2,621	1,694	375	865	13,258
	GRAND TOTAL	6,773	3,407	3,115	4,066	2,896	461	1,143	21,861

The purpose for this request was to see how the non-health science colleges of the University have handled the ethnic minority issue. Although most of the colleges were able to supply some information on the ethnic minority and their respective college, it was discovered that often this information is very incomplete. The most common finding was that many of the colleges do not keep year-by-year records, but rather, at the end of each academic year they dispose of their lists and figures and start anew with the succeeding school year. A continuous record shall be kept for comparison.

With the information supplied by the non-health science colleges, and a listing put out by the Registrar's Office, it was possible to put together a summary showing where most of the ethnic minority students were enrolled during the past three years (see TABLE IV). From this summary we can see that few non-health science colleges at the University even come close to having an equivalent percentage of ethnic minority students enrolled in their programs as there are minorities in the state (approx. 6.5%). In fact, some colleges show a marked lack of ethnic minority students enrolled.

This latter finding is of great concern to ethnic minority organizations in the state. It is understandable that with recent events, such as the presentation of the "Bakke" case in the United States Supreme Court, that the admissions personnel in some of the colleges would be less motivated to accept minorities. Appropriate policies produce successful students.

Administrative and admissions personnel at the University must understand what generates the concern of ethnic minority organizations and their leaders. Ethnic minority children very often come into the educational system with handicaps that are seldom recognized by the majority culture as such (i.e. poverty, language, cultural differences, etc.). These children are stereotyped early in their educational careers. School curricula are too often designed for the middle-class non-minority child (I.Q. tests, grades, placements, progress reports, achievement tests, etc.).

School doesn't produce the shock in middle-class children that ethnic minority children experience as a trauma. Programs such as Headstart have long recognized that middle-class homes have a so-called "hidden curriculum" that typically does an effective job of preparing the middle-class child to enter school. This isn't ture of many ethnic minority homes. For the middle class child school is a continuation of the atmosphere that has always prevailed at home. He/she views adults as resource people, and so the teacher is just one more interested adult.

Because of the nature of school curricula competition is a must. Students must acquire good grades or else. Students must go to the head of the class. Students must be better than Johnny if they want to go to college. The list of things students must do if they are to succeed in life is endless. Unprepared for this field of competition from the beginning it is little wonder that the ethnic minority student falls behind and needs academic support. Blaming the ethnic minority family for this state of affairs is not the answer as they too have been poorly prepared by the society they must live in (i.e. discrimination).

TABLE IV

SUMMARY

Non-Health Science Colleges - University of Utah

College	Year	Blacks	Chicanos	Nat. Am.	Orientals	% of Total
Architecture	75	2	6	1	4	13/331 = 3.9%
(Grad. Only)	76	1	3	1	5	10/224 = 4.5%
	77	0	8	2	12	22/214 = 10.3%
Business*	75	11	50	3	38	102/2,782 = 3.6%
	76	NA	NA	NA	NA	79/2,428 = 3.2%
	77	4	39	21	39	103/2,559 = 4%
Graduate School*	75	14	26	8	17	65/1,269 = 5.1%
of Education	76	NA	NA	NA	NA	59/1,140 = 5.1%
	77	0	14	4	7	25/709 = 3.5%
Engineering*	75	2	13	5	25	45/1,411 = 3.1%
	76	NA	NA	NA	NA	80/1,610 = 4.9%
	77	2	20	4	29	55/1,591 = 3.4%
Fine Arts:						
Art	75	1	3	0	2	6/290 = 2.1%
	76	0	4	0	4	Data Unavail.
	77	1	2	1	6	Data Unavail.
Ballet & Mod.	75	0	2	0	6	8/204 = 3.9%
Dance	76	2	1	0	4	Data Unavail.
	77	2	2	0	3	Data Unavail.
Music	75	2	1	0	4	7/384 = 1.8%
	76	3	1	0	4	Data Unavail.
	77	2	0	0	5	Data Unavail.
Theater	75	4	7	0	2	13/228 = 5.7%
	76	4	9	2	2	Data Unavail.
	77	3	9	1	2	Data Unavail.
Graduate Study*	75	NA	NA	NA	NA	NA
	76	NA	NA	NA	NA	NA
	77	17	32	15	27	91/2,306 = 3.9%

Continued . . .

*From Acad. and Fin. Planning

TABLE IV (Continued)

SUMMARY

Non-Health Science Colleges - University of Utah

College	Year	Blacks	Chicanos	Nat. Am.	Orientals	% of Total
Humanities	75	16	41	9	17	83/1,993 = 4.1%
	76	NA	NA	NA	NA	59/1,673 = 3.5%
	77	6	22	9	15	52/1,315 = 3.9%
Law	75	9	22	1	NA	32/402 = 8%
	76	7	12	1	1	21/375 = 5.6%
	77	6	7	0	1	14/389 = 3.6%
Mines and Mineral Industries	75	2	7	2	3	14/723 = 1.9%
	76	1	1	0	3	5/677 = .7%
	77	2	6	0	7	15/507 = 2.9%
Science:						
Biology	75	0	4	3	5	12/498 = 2.4%
	76	1	2	2	6	11/430 = 2.6%
	77	1	2	6	8	17/378 = 4.5%
Chemistry (Grad. in Parenthesis)	75	0 (1)	2 (2)	0	5 (11)	20/185 - 10.8%
	76	0 (1)	2 (1)	0	5 (12)	21/159 = 13.2%
	77	0 (2)	1 (1)	0	3 (12)	19/169 = 11.2%
Mathematics	75	3	2	0	2	7/215 = 3.3%
	76	NA	NA	NA	NA	Data Unavail.
	77	1	3	0	3	Data Unavail.
Physics	75	1	2	0	2	Data Unavail.
	76	1	1	0	0	Data Unavail.
	77	1	1	0	0	Data Unavail.
Social & Behavioral* Science	75	27	55	35	32	149/2,461 = 6.0%
	76	NA	NA	NA	NA	139/1,986 = 6.9%
	77	17	44	13	26	100/1,759 = 5.6%
Social Work	75	6	8	14	5	33/218 = 15%
	76	6	8	12	5	31/193 = 15%
	77	5	7	11	2	25/241 = 10%

*From Acad. and Fin. Planning

Programs for Minorities on the University Level:

Whether a student decides to major in a health science field at the University or not, he/she must still fulfill certain basic academic and curricular requirements before he/she can proceed with a chosen major. It is at this early phase of course work that many ethnic minority students are lost not only to the health science colleges but to all of the colleges on campus. It is here that the lack of preparation in high school and before becomes evident. A student who falls below a 2.0 G.P.A. is usually called in to the Academic Advising Center on campus and counseled to bring this G.P.A. up higher the next quarter. If it is still not higher the next quarter then he/she can sign a contract with the Academic Advising Center to bring it up the following quarter. If, after all of this, the student is still low then he/she might be put on probation. Probation can lead to dismissal.

In 1975-76, a statistical report submitted to the Admission Office showed that 18% of the total student population at the University of Utah were on academic probation. Ethnic minority groups showed the following probationary status:

TABLE V

1975-76 Ethnic Minority Students on Probation

American Indian	28% on Probation
Blacks	21% on Probation
Chicano	23% on Probation
Oriental	Not Available

As near as can be determined the study was not done for 1976-77. A look at the enrollment reports for almost any quarter will also show that there are large numbers of ethnic minority students who are just barely "making it" as students at the University even though they may not be on probation. What is being done for these ethnic minority students?

Campus-wide two agencies have been set up to deal with the retention of the ethnic minority. One of these agencies, as originally founded, had only the

specific duty of dealing with the retention of the ethnic minority. This is the University Tutoring Service. The other agency had a broader mandate, but has always been concerned with retention activities. This latter agency is the Center for Ethnic Student Affairs.

Of the two agencies, the University Tutoring Service probably has a better opportunity to gauge the academic problems of the ethnic minority student because of its unique operational procedures. The Tutoring Service deals with the students on a one-to-one basis in very strict confidentiality, and for a period of time which can often last a year or two. In addition, the Tutoring Service does much of its work with those students who are consistently doing poorly at the University. Although the Tutoring Service now deals with non-minority students as well as minority students, it still manages to see close to a fifth of the minority students in the University each quarter as one can witness by the following list:

TABLE VI

Utilization of University Tutoring Service
by Minority Students:

Quarter	# of Students
Summer 1977	40
Spring 1977	150
Winter 1977	172
Autumn 1976	187
Summer 1976	47
Spring 1976	207
Winter 1976	222
Autumn 1975	160
Summer 1975	43
Spring 1975	116
Winter 1975	114
Fall 1974	50

When asked specifically about the ethnic minority health science students he dealt with, the Director of the Tutoring Service had this to say about them:

"1. Academically deficient (lacked basic concepts in mathematics, english, chemistry, and biology).

2. Students were not confident of their ability to compete or succeed (e.g. test anxiety common).

3. Motivation very poor (i.e. poor study habits).

4. Misconceptions as to a tutor's role:

   a. Many students depend excessively on their tutor's assistance.

   b. Our experience with the 'tutor fee' has demonstrated that stu-

dents will have more incentive to participate seriously when they have shared in the costs of service."

- Phil Romero

The Center for Ethnic Student Affairs has performed admirably during the time it has been in existence. It has found, however, that like most agencies on campus which are supposed to assist the student, it has trouble getting the student to come in and ask for help. It has therefore developed programs to attract students to the Center which do not deal specifically with academics, but which do bring students to the Center. In this manner students can be exposed to <u>all</u> that is available at the Center. Some of the offerings at the Center have been guest speakers on cultural and linguistic subjects, high school recruitment, student organizations, minority scholarship drives, career and financial advice, and ombudsman activities for students who may need a spokesman or intermediary. In general, the Center provides the minority student someone to talk to and a place to meet. It also provides a sense of cultural awareness to the student while letting him/her maintain other University contacts.

There are other campus-wide agencies which do help the ethnic minority student if he/she should go in and ask for assistance. Chief among these are the Counseling Center, Financial Aids Office, Placement Center, and Academic Advising. None of these agencies have specific minority programs, other than to perhaps assign someone to work with minorities, but some of them (e.g. Financial Aids) deal extensively with the ethnic minority student.

<u>Programs for Minorities at the Non-Health Science College Level</u>:

In an effort to profit from the experience of other programs on campus the question was asked of the college deans whether or not they had any recruitment or retention programs for minorities in their respective colleges. Listed below are the responses for each non-health science college:

1. Graduate School of Architecture - Recruits through a community design center, ASSIST. Special tutoring and attention is given as required.

2. College of Business - No response from the dean, but the college did have a minority recruiter for a while. This position no longer exists, and the recruiter has been moved into an Academic Advisor role. As such, he deals with all students who need help. There is no specific retention program for minorities in the college.

3. Graduate School of Education - No response from the dean. As far as is known there is no recruitment program for minorities in the college, and there is no specific minority retention program.

4. College of Engineering - No response from the dean. As far as is known there is no recruitment program for minorities in the college, and there is no specific minority retention program.

5. College of Fine Arts - The departments in the college do not do any active recruitment. Each department in the college responded separately

to the dean's letter. Below are some of the individual comments:

Art - "It is difficult to assess the reasons more minority students do not choose to enter the Art Department. Perhaps the reasons are parallel to the reasons these students enter colleges and universities in smaller numbers. Art, at best, is a more difficult area in which to obtain a spot in the job market post graduation and requires being involved in art prior to entering college."

Ballet - "Ballet is a highly specialized study. The majority of students in the Ballet Department have had an extensive background in ballet study prior to entering the program."

M. Dance - "Only one minority in the last three years has dropped her major--an oriental. The rest have or are completing their majors. The Department does not recruit anyone; students come without special recruitment. Race is not a consideration--only dance potential and talent."

Music - "There is no particular recruitment for minorities--they are included in the general recruitment for students."

Theatre - "The Theatre faculty includes both a Black and Chicano member, and perhaps this tends to draw Black and Chicano students to the program." In addition, the Theatre Department has attempted to instigate Black and Chicano theatre programs.

There is no specific retention program for minorities in the College of Fine Arts.

6. College of Humanities - Each department responded separately. Below are some of the individual comments:

History - "(a) Recruitment and Retention: The Department has no systematic recruitment and retention program with regard to Blacks or Chicanos. We have had, in conjunction with the American West Center, a recruiting program for Native American students for graduate work, but we have not sought undergraduates under the program.

(b) Minorities and History: For about eight years we have offered a Black history course, for four years a course in Chicano history, and in the last two years an extensive offering in Native American subjects. We have no detailed evidence on student motives for enrollment, however, the self-evident interest of any identifiable group in its own history must rank as the first in importance. In second place, there has been significant demand recently for teachers of minority "studies," which interdisciplinary creations usually rest on a strong historical component."

Communication - "(a) We have written letters to minority persons listed by the Ford Foundation and other sources. We have invited them to apply, and have had some success.

(b) We have worked to add minority faculty members to our staff with the hope that they would prove attractive to prospective students, and would help keep them in the program. We have, as you know, two Black faculty members and one Native American as well as many women. We have asked them to correspond with prospective students to discuss problems peculiar to minority students. We have asked them to counsel with students in residence.

(c) We helped sponsor publication of The Broad Ax, a Black oriented newspaper, to involve Black students in journalism. It was successful for a time.

We have no data to support a judgment about why students do or do not choose to major in our department. I suspect that we are attractive to some because we have closer ties to a profession (journalism, broadcasting, advertising, clinical work in speech pathology and audiology) than many other departments."

Languages - "Of the four recognized 'minority groups historically disadvantaged' recognized by HEW, that is, Blacks, Mexican-Americans (Hispanics), Orientals, and American Indians, the Department of Languages is most effective in recruiting Mexican-Americans (in its Spanish program). Three faculty members and two teaching assistants of Hispanic background are currently employed for teaching Spanish, and these were recruited through regular academic employment channels. These Hispanic faculty, in turn, are active in recruiting students of Mexican-American background for the special courses in Chicano Spanish that have been set up for them. At present there are about fourteen such students in the department. So far, few of these students have shown great interest in continuing their study in Spanish much past the special Chicano courses, however, or in majoring in Spanish or studying the Spanish literary heritage of continental (Iberian) Spain. Most of these students have their majors in such fields as business, education or the social sciences.

Oriental Americans (of Japanese or Chinese background) take courses in Chinese or Japanese, but there is no major offered in these languages by the department, primarily because of lack of sufficient demand for a full program (most of what little demand for advanced courses there is in Chinese or Japanese comes from Caucasian returned travellers and missionaries). Both Japanese and Chinese are taught by faculty of those ethnic backgrounds, recruited through normal academic channels.

Black and American Indian enrollment in language courses is somewhat rare, although there is one Black TA in French, and occasional Black enrollment in Italian (required for music majors) or Spanish.

As to why minority enrollment is relatively low in foreign languages (other than noted above), the answer would have to be supplied by the non-enrollees themselves. One obvious

guess, however, might be that persons of disadvantaged economic background in general, of whatever ethnic stock, may tend to look to higher education for upward economic mobility, and choose their fields of study accordingly. The study of foreign languages, though valuable culturally, seldom furnishes a very direct route to upward economic mobility."

English - No special programs.

Philosophy - No special programs.

7. College of Law - This year the law school has formalized academic assistance for minority students through the Office of Special Programs. Most of the minority students are Utah residents. The Director of the Special Program is also initiating an intensive recruitment program aimed at high school students. Retention efforts are coordinated through the Special Program, as well.

8. State College of Mines and Mineral Industries - Visits to high schools are made as part of a recruitment effort. Lists of high school graduates are also used for recruitment purposes. In regards to retention efforts, in the past faculty members have volunteered to help students but student response has been negligible. It has also been found that a strong background in mathematics, physics, and chemistry is required of students in this college. Most minorities do not have this background and are not prepared for the prerequisites.

9. College of Science - Each department responded separately. Below are some of their comments:

Biology - There is no minority recruitment or retention program in the department. This includes both undergraduates and graduates. A comment of particular interest was the following:

"Most minority students have had a very limited exposure to the science community through either parents or friends of the family. Therefore, perhaps they do not readily identify with a career in science. Furthermore, biology, like other science majors, requires extensive, formal training in high school. Most minority students do not receive such preparation."

Chemistry - Students are not recruited on the undergraduate level, but minorities are recruited on a graduate level. The department chairman visits many predominantly Black colleges and encourages them to apply.

Mathematics - There is no specific program aimed at the recruitment of minorities. There is a Tutoring Lab available to all students to help with retention needs.

Physics - No recruitment program is listed for the Department of Physics in their response.

10. College of Social and Behavioral Science - Within this college there

is no college-wide recruitment and retention program for undergraduate minority students. Each department handles its own student recruitment at the graduate level.

11. Graduate School of Social Work - The Graduate School of Social Work has had an extensive program of recruitment and retention aimed primarily at the Native American student for several years now. The program was developed by and draws from the combined resources of the University of Utah; Brigham Young University; Utah State University; Weber State College; National Institute of Mental Health; State Department of Social Services; Division of Family Services; various Indian tribes; the Bureau of Indian Affairs; and Indian Health Service. The school does seek to help other minorities, but the dean does perceive some problems in this area as can be seen by the following comment:

> "The Native Americans are particularly positive about our program and we find them expressing interest in it from across the nation. Indeed, we have one of the outstanding programs for social work. I think, however, for all of our students, particularly Blacks and Chicanos, the dwindling funds for student support are the biggest barrier to matriculate. As far as the Blacks are concerned, Blacks from out of the state find it difficult to come to Utah because we have such a small population of Blacks. They find that the social life is very limited. Also, if they have an interest in working in their own communities, there would not be a large enough population for them to sustain the kind of practicum or association with the Black clientele that they would find useful for their professional development."

The Health Science Center at the University of Utah and the Ethnic Minority:

Based upon data published by the Utah State Board of Regents, and substantiated by Leo Grebler's Ph.D., et al, "The Mexican American People; the Nation's Second Largest Minority,"[1] minority students do not differ from other high school students in their aspiration level. They do, however, differ in the fact that though they may aspire to high post-secondary achievements they very seldom expect to see these achievements reach fruition. In addition, those minority students who do achieve entry into post-secondary institutions are not majoring in the sciences or health sciences, but rather are concentrating on majors in the social sciences or the liberal arts. In order to counterbalance this maldistribution, a unified, expanded program for the recruitment, admission, and retention of the ethnic minority in/for the health sciences was initiated in 1969.

Since that time to the present the Colleges of Pharmacy, Medicine, Nursing, and Health have participated in various programs in the attempt to increase the number of ethnic minority students and minority faculty to act as role models for minority students. It is assumed that given the same educational opportunities, with adequate preparatory assistance, minorities will succeed

[1] The Free Press, New York, 1970, Ford Foundation Grant

in the health sciences. In addition, community involvement and support reinforces student identity and increases the likelihood of those students returning to or pursuing their respective careers in minority rural or underserved communities.

Interdisciplinary planning first focused on health career days which provided potential students with information regarding health careers. Although the aim was to unify all activities each college did maintain some autonomy as can be seen by the following:

1. College of Health - The College of Health has employed an advisor for the College who advises prospective students interested in Physical Therapy, Health Science, Leisure Studies, and Physical Education. Outreach efforts have attracted high school students to all programs. A college committee has been formed to deal with the recruitment and retention of minority students. A minority course is also taught.

2. College of Medicine - From 1970-1974 the College of Medicine was involved in a minority project with the American Association of Medical Colleges. A faculty member was assigned to work with twenty-one ethnic minority students on a part-time basis. During this time responsibilities included monitoring of student progress utilizing support systems and available resources for identified student problems. In addition, vigorous recruitment efforts were directed toward increasing the pool of minority applicants.

   Representatives from various Spanish speaking organizations were instrumental in initiating efforts to include ethnic minority students in the studentbody. In 1974, members of the Chicano community and several minority medical students requested a minority counselor who could be identified as a role model and assist in dealing with cultural factors which influence student performance. In addition, a full-time ethnic minority recruiter was requested to increase the number of Utah ethnic minority students. The Dean of the College of Medicine responded to these requests by creating the position of Assistant Dean for Minority Affairs and forming a Search Committee to fill the position. On July 1, 1976 the position was filled.

3. College of Nursing - Faculty of the College of Nursing concerned about the minority representation within the studentbody organized an Outreach Committee in 1969 to focus on the problem. Initially, contact was made with leaders of various ethnic minority community organizations to identify potential students who would be interested in pursuing a nursing career. Cultural awareness programs were instituted to assist faculty to become more aware of minority problems as a whole; however, emphasis was given to problems encountered by students when they are away from their cultural source of support. A minority project funded by the AAMC for one year was funded in 1972 with a full-time director responsible for initiating a recruitment and retention program for students interested in pursuing a nursing career. A similar project was funded in 1974 by the Division of Nursing which encompassed recruitment, retention and curriculum development. The project director was responsible for establishing ties with programs within the University concerned with minority students and with under-

served communities.

4. College of Pharmacy - The College of Pharmacy was funded from 1972-1974 by the Pfeiffer Foundation to offer ten disadvantaged minority students the opportunity to work during the summer with various professors in health science. Students were encouraged to become actively involved in research and play a substantive role in the research efforts. This opportunity for close association one to one with faculty members resulted in encouragement, counseling and tutorial assistance for the students, however, the number of students involved in the program was limited by faculty availability. Faculty have also been involved in Health Science Career days. However, this involvement has been limited in past, since faculty volunteered their time over and above their commitment to the institution.

When it comes to individual efforts the College of Medicine has probably had the best success ratio in developing recruitment, admission, and retention programs for minorities. TABLES VII and VIII detail the statistics on the college's track record. Because of the commitment of the faculty and administration to educating minority group students, the overall retention rate of minority students for the period 1970 to 1977 is 94.8%. This compares very favorably with the 1973 national average retention of all students of 95% and 91% for under-represented minority students. In real numbers, this means that 2 of 39 ethnic minority students entering the College since 1970 have dropped out; one for academic and the other for personal reasons (TABLE VII). The very high retention rate for minority students also means that the program has been productive of graduate physicians with twenty being produced between 1970 and 1977. TABLE VIII gives the data on grade-point average, MCAT scores and numbers for under-represented minority students entering our college since 1971. Note that the gap between total freshman GPA and minority freshman GPA is closing over the years as well as the gap between medical college admission test scores. This is due to the fact that the University of Utah is attracting increasing numbers of applications from highly qualified minority students who are motivated to attend the University because of our reputation of commitment to minority student education.

Other factors which influence the minority student production are the support services provided by the Dean's Office of the College of Medicine and the Ethnic Minority Health Sciences Center. The student is assisted in obtaining housing in University facilities within a mile and a half of the Medical Center for their convenience. Additionally, the Assistant Dean's Office of the College of Medicine maintains lists of physicians, dentists, lawyers, and other community services that are available to the students at no cost or a reduced cost. Beginning in 1978, a workshop will be offered to each year's sophomore class to prepare students with techniques for successfully passing National Board examinations. Past experience has shown that approximately 30% of the minority students pass National Boards on the first try. A lot of this is due to a lack of skills to organize a mass of information and test taking skills to take the particular type of questions asked on National Boards and evaluate the results based upon the track record in the future as compared with past years experience in this and in other institutions. Community organizations are kept appraised of our efforts in the minority student area and correspondence from some of these organizations is included with our proposal. Additionally the minority alumni of this institution are informed

TABLE VII

Ethnic Minority Admissions - College of Medicine

	Number Applied			Number Interviewed			Accepted Place			Dropped Academic			Dropped Personal			Graduated		
	B*	C	I	B	C	I	B	C	I	B	C	I	B	C	I	B	C	I
1970							1	1								1	1	
1971							1	5	1							1	5	1
1972								4	1								4	1
1973								6	1			1		1			5	1
1974		-- 93 --					1[a]	5	3 (2[a])									
1975	28	105	10				2	3										
1976		-- 142 --						4										
1977	33	120	10		-- 59 --		1	6	1			–		–		–	–	–
Total							6	34	7			1		1		2	15	3

a) These students are on special five year programs.

* B = Black C = Chicano I = Indian

TABLE VIII

Average GPA and MCAT Scores

for Black, Chicano and Indian Students

Incoming Class	Average GPA	Verbal	Quantitative	General Information	Science
1971 Total	3.44	60%	63%	53%	69%
(7) Minority	2.88	47%	40%	34%	38%
5 females - 95 males; 5 Chicano - 1 Indian - 1 Black - *20 Rural					
1972 Total	3.47	67%	64%	58%	70%
(5) Minority	2.83	71%	37%	70%	55%
5 females - 95 males; 4 Chicano - 1 Indian - *16 Rural					
1973 Total	3.52	70%	66%	65%	69%
(7) Minority	2.63	36%	22%	39%	21%
17 females - 83 males; 6 Chicano (2 females) - 1 Indian - *23 Rural 4 Economically Disadvantaged (1 female) not included in minority figures above.					
1974 Total	3.58	83%	75%	49%	55%
(9) Minority	2.89	25%	20%	21%	15%
16 females - 83 males; 1 Black female - 5 Chicano (2 females) - 3 Indian - *23 Rural 1 Economically Disadvantaged not included in minority figures above.					
1975 Total	3.60	66%	72%	58%	74%
(5) Minority	2.96	18%	34%	18%	43%
13 females - 87 males; 2 Blacks (1 female) - 3 Chicano (1 female) - *11 Rural					
1976 Total	3.61	73%	76%	68%	88%
(4) Minority	3.02	45%	25%	22%	40%
9 females - 81 males; 4 Chicano (1 female) - *4 Rural					
1977 Total	3.63	75%	72%	68%	76%
(8) Minority	3.15	49%	40%	46%	37%
15 females - 85 males; 1 Black female - 6 Chicano (1 female) - 1 Indian - *12 Rural					

* Rural is defined as coming from a county of less than 50,000.

on a yearly basis of the progress of the program and their support is solicited.

Looking at the figures for the other Health Science Colleges we can see that the numbers do not compare as favorably, except for Pharmacy and the Oriental Americans (see TABLE IX), for the past three years. There are two noticeable reasons for this:

1. None of the other colleges have had the pressure to recruit and admit minorities put on them that the College of Medicine has had put on it. All minority groups in the state recognize the great need for minority health professionals in all fields, but medicine is usually the field which stands uppermost in their minds as the one which must be reached. Medicine has been closed to minorities too long.

2. Through the use of federal funds made available for the purpose of helping more minorities the College of Medicine has had an added incentive to recruit and admit the ethnic minority student.

The Ethnic Minority Student Health Science Center:

In an effort to coordinate minority recruitment, admission, and retention activities for all of the Health Science Colleges, John A. Dixon, M.D., Vice President for Health Sciences, created the position of Ethnic Coordinator/Recruiter for Health Sciences in August, 1974. At first this individual spent most of his time traveling throughout the State and the Intermountain West on recruiting trips. With time, however, other activities were included such as the formation of a Health Science Advisory Committee; High School Summer Orientation; and an AAMC Simulated Minority Admissions Workshop for admission committee members from the Health Science Colleges.

In 1976 a Special Health Career Opportunity Grant was applied for through the Department of Health, Education, and Welfare. This grant was funded by the federal government. Through the money made available under provisions of the grant an Ethnic Minority Student Health Science Center was established. In January, 1977, the old position of Ethnic Coordinator/Recruiter which had been vacated was eliminated and the new position of Program Coordinator for Health Sciences - Minority Affairs was filled. Too assist the Program Coordinator a staff of recruiter/counselors and a full-time secretary were added.

The recruiter/counselors travel throughout Utah in their efforts to attract minority students to the University. Each school district which has minority students enrolled in any sizeable number is visited as well as all of the colleges and universities in the state. Once students are attracted

TABLE IX

U. of U. Ethnic Minority Health Science Chart

Ethnic Group and Quarter	Medicine	Nursing	Med. Tech.	Pharmacy	Physical Therapy
Black (A-75)	4	1	3	1	0
Black (A-76)	5	1	1	0	1
Black (Sp-77)	5	1	0	0	1
Black (A-77)	4	2	0	0	1
Chicano (A-75)	21	6	5	4	0
Chicano (A-76)	17	6	2	4	0
Chicano (Sp-77)	17	6	2	4	0
Chicano (A-77)	18	4	4	4	0
Nat. Am. (A-75)	5	3	3	2	0
Nat. Am. (A-76)	4	3	0	2	0
Nat. Am. (Sp-77)	4	3	1	1	0
Nat. Am. (A-77)	4	1	1	2	0
Oriental (A-75)	11	6	3	16	1
Oriental (A-76)	9	3	2	19	2
Oriental (Sp-77)	9	4	2	19	1
Oriental (A-77)	11	5	3	15	1

Note:

A: Autumn Quarter
Sp: Spring Quarter

Figures represent total number of students for each ethnic group enrolled for that quarter in all classes.

to the University of Utah each counselor makes a maximum effort to make sure the student is admitted to the University. If financial aid is needed, the counselor helps the student acquire it wherever possible (Financial Aids Office, Placement Center, etc.). After admission to the University the counselor monitors the student's progress by use of computer grade sheets and personal interaction with instructors. Each counselor also checks his/her assigned students' class schedules to make sure they are taking the right classes leading to a degree program. When the student is ready to apply for admission to a degree program, the counselor helps him/her with preparation of the necessary forms. The counselor also reminds the student about deadline dates to be met. After the student is admitted to a program the counselor continues to monitor progress with the aid of the respective faculty member who has been assigned to that student from the college. These faculty members are part of the Health Science Advisory Committee. Oftentimes when students are in academic difficulties the University Tutoring Service is utilized. Costs are taken care of by the Ethnic Minority Student Health Science Center. If a student is not admitted to a degree program he/she is then counseled as to alternative programs.

The Program Coordinator handles all of the correspondence for the Center; takes care of the staff and makes assignments; handles the budget; coordinates recruitment, admission, and retention activities for the four colleges; chairs the Advisory Committee which meets once a month; edits the EMSHSC Newsletter; and, in general, makes sure the Center is functioning. In addition, the Program Coordinator sometimes makes out-of-state recruiting trips; coordinates efforts with other minority agencies both on campus and off; and supervises the Summer Program.

Health Science Summer Program:

During the summer of 1977 the first Health Science Summer Program was held at the University of Utah. Previous to this, one- or two-day Health Science Orientations had been held, and in 1976 a two-week Health Science Institute was conducted. The Orientations and the Institute were good for letting students know what was available in the Health Science area at the University of Utah, but they did not give the students a chance to see what college life was really like.

With the help of C.E.T.A. (Comprehensive Employment Training Act), the Financial Aids Office and the Registrar's Office at the University, the 1977 Summer Program was initiated in April. The first step was to make students (seniors in high school and college freshmen) aware of the program so that they could apply. After this the applications were screened, and eventually seventeen students were accepted. In the meantime, the Health Science Committee members from each of the colleges were seeking part-time jobs in their respective colleges for the Summer Program students.

A week before summer quarter began the Summer Program students came to the University to participate in a week-long orientation session. During this

time they were also screened for jobs and placed in a Health Science College to work for twenty hours a week. When school began they attended 10-12 hours of class a week plus two hours of Health Science Seminars. In this manner they were involved in 32-34 hours a week of activity all aimed at eventual entrance in a Health Science College. They were also paid at the minimum wage of $2.30 an hour for each of these 32-34 hours.

By the end of the Summer Program all of the students were ready to continue in the Fall as full-time matriculated students. Eleven did continue and are presently enrolled in a Pre-Health Science major program at the University. All eleven are receiving some type of financial aid.

Observations:

With the experience that the Health Science Colleges have now had in the recruitment, admission, and retention of the ethnic minority, several factors which have hampered this work can now be brought forth. These are:

1. In working with high school students the great lack of preparation for any type of health science or scientific endeavor on the part of the student is very apparent. Too often this lack of preparation begins very early (elementary school) and continues until high school graduation. The minority students themselves are not solely to blame for this occurrence. Teachers do not take the time, or do not have it to give, to help those who fall behind. Counselors and administrators do not know how to deal with the minority student who falls behind and then causes discipline problems and is excessively absent. It seems there are only two answers for this--expulsion or a job. Neither of these help to show the minority student the need for a proper education and a good foundation in the basics such as science or mathematics.

2. School counselors at all levels of the educational system are often unaware of the rigorous preparation necessary for admission to many health science programs. Because of this many students come to the University poorly prepared to take on a demanding health science curriculum. At the bottom of the list of those who are unprepared are the ethnic minority students. Often the ethnic minority student has decided late in his/her educational training that he/she wanted to take on a health science career. This decision is usually precipitated without any type of professional career guidance.

3. Once enrolled in the University the ethnic minority student becomes lost in the academic shuffle, and by the time anyone realizes that he/she needs help (including the student himself/herself) it may be too late to salvage a poor academic record.

4. As at the elementary and secondary education level, college instructors and administrators are not always aware of the particular needs

of the ethnic minority. This often causes misunderstandings on the part of the student as well as the faculty or staff member.

Proposed Program for the Health Science Colleges:

Since the University of Utah has the only health science complex of its kind in the state, it is in a unique position to attract ethnic minority students to its colleges. In fact, because of this uniqueness and the desperate need for more ethnic minority health professionals, this position might be better termed a duty. Preparing a much greater amount of minority health professionals need not be an impossibility. We believe it can be done by initiating a more unified program to function as follows:

1. Recruiters will travel throughout the four state area to make high school and college students aware of programs at the University of Utah.

2. From these initial contacts individual programs of study leading to eventual entrance at the University of Utah will be created for each student interested in a health science career.

3. At this point, tutoring, counseling, or other support services, will be provided for the students' benefit if he/she should need them.

4. Early in January, all of the students who are being worked with will be screened by health science center counselors and from these twenty-five will be chosen for the summer program. Students who have shown academic proficiency will be most eligible (high school seniors and college freshmen).

5. Students not chosen for the summer program will not be forgotten and service to them will continue as before.

6. Students chosen for the summer program will be given stepped-up, intensive training and preparation leading to eventual entrance to the University of Utah during the summer quarter.

7. Participants in the summer program will be limited to college freshmen or sophomores, and for each student, a strong program consisting of mathematics, science, and language skills will be worked out.

8. In addition, students will take part in a work-experience program at the health science college of his/her choice meeting with faculty interest.

9. Health Science seminars will be held weekly to further inform students of their career choice.

10. Students will be housed in the dormitories at the University of Utah.

11. Towards the end of the summer program, students will be prepared for fall quarter registration so that they may continue their education at the University of Utah or at another college.

12. Through the next few years, until admission is secured for the student in a health science major, close monitoring of progress and needs will be taken care of by counselors in the Ethnic Minority Student Health Science Center.

13. After admission to a health science college, the student will be helped and monitored by one of the Health Science Committee professionals within the colleges who are allied with the project.

We believe that through such a comprehensive program of recruitment, retention, and admission, the number of ethnic minority students in the health science colleges at the University of Utah will increase.

Summary:

For many years now, leaders of the various ethnic minority populations in the state of Utah have been asking administrators at their local universities and colleges to increase the number of minority students on their rolls. These community leaders have been especially concerned with such fields as law, education, business, and of course, health.

During the late 60's and early 70's it appeared that the college and university administrators were at least receptive to these requests as evidenced by their willingness to at least talk to the community leaders. In some instances some gains were made such as the creation of the Center for Ethnic Student Affairs (originally the Minority Center) at the University of Utah. The momentum generated during the early years was soon lost, however, and there began a stagnation period. During this time new programs for the ethnic minority could not gain acceptance anywhere except in the health science area where the community pressure had increased. In addition, federal funds made it easier to initiate programs in the health sciences.

The ethnic minority community has often wondered what the real commitment of the University of Utah and its colleges is to the ethnic minority. As the leaders of community organizations become more and more sophisticated in their knowledge of the educational system they begin to ask whether programs are funded by "hard" or "soft" money; whether or not a program is merely being used as "tokenism" or if there is a definite reason for its existence; and whether or not a program is bound to fail from its inception because of a lack of university support.

There is no denying the fact that the average ethnic minority student enters the University of Utah with certain disadvantages that the non-minority may not be burdened with. These disadvantages are compounded if the minority student decides to take on a health science career. Lacking in a science and mathematical background, the ethnic minority hopeful can only play "catch-up ball" in a very competitive field. Therefore, when it comes time to apply for admission to a health science college the minority student does not look as favorable on paper as many non-minorities (i.e. M.C.A.T.'s, P.C.A.T.'s, G.R.E.'s, G.P.A.'s, etc.). Only if other factors besides academic work and test scores are looked at can the ethnic minority student of today be considered competitive.

Some University professors and administrators might argue that the minority students they have known are very competitive and do receive good grades in their classes. Because of this they may feel that ethnic minorities will succeed on their own and do not need any "special" consideration. The old feeling of, "Let them pull themselves up by the bootstraps," prevails here. The only problem with this mode of thinking is that there is a desperate need for minority professionals in all fields, and for every ethnic minority student who succeeds on his/her own there are probably a thousand more who could have succeeded equally well if given a little help. Time alone cannot help the ethnic minority.

The ethnic minority has to rely on the minority culture for help--and well he/she should. There is no doubt that the ethnic minority people of this country have paid for whatever "special" considerations they may ask for. Anyone who served in Vietnam; anyone who has lived on the "poor side of town"; anyone who has had to wait in long, tiring lines for a public service to be rendered, can tell you about the disproportionate number of minority people to be seen there.

Programs can be developed, and have been developed, which can bring success to the ethnic minority at the higher education level. In order for this to be done there must first of all be a strong commitment on the part of higher education officials to help the ethnic minority. This report has attempted to show what the commitment of the University of Utah has been towards the ethnic minority with a special emphasis on the health sciences. It has also attempted to show what can be done in the future, because the minority professional benefits all the community which is served as well as the university which prepared him/her.